

CHAPTER I

INTRODUCTION

This chapter discusses the background, the research question, the purpose, the significances, the framework, the hypothesis and methodology of the research.

A. Background of The Study

Most of Indonesian could not master in English yet, they feel hard to learn English, it could be proven with spring up some English courses everywhere. According to Amish (2017, p. 5), the students who want to learn English, the first thing that the teacher has to do learn the vocabularies and how to pronounce the words corectly becuae it will influence to other skill.

Vocabulary is one of important aspects in learning (Coady & Huckin, 1997, p. 24). Vocabulary is central of language and critical importance to the typical language of learning. According to Berne and Blachowicz (as cited in Alqahtani, 2015, p. 17) state that vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. Thus, vocabulary is important to be learned in the ways of mastering English language skills.

However, students sometimes avoid learning English because they find difficulties to understand the material. These difficulties happen because the students have less vocabularies. Therefore, the English teachers need an appropriate technique to make the English materials are understandable by the students in order to make them more interest in learning English, especially in learning vocabulary.

One of the technique, which is able to overcome students' understanding in vocabulary mastery in the classroom, is Word Wall technique. This technique is intended to create a comfortable atmosphere and to encourage students to speak English. According to Hall and Cunningham (as cited in Southerland, 2011, p. 20) state that Word Wall is considered an effective technique in teaching vocabulary. It is often used in the elementary grades for multiple purposes, and research has demonstrated the effectiveness of this tool. Simply, teaching vocabulary in English by using Word Wall is one of the effective technique that teachers implement in the class. It is because Word Wall can make the students understand slowly about new word which they do not know before.

There are some reasons why the researcher conducts this research. One of the reasons is based on the researcher teaching practical development in a school where the students have difficulties in comprehending the text. They sometime seem confused when the teacher gave a text. It was happened because the students are lacks of vocabularies. It is a serious problem that needs an appropriate solution to students in order to make them understand what they learn. That is why this research conducts to help the teacher know what the effective technique that can be implemented in the classroom.

Before conducting the research, four previous studies about word wall technique in language teaching have been conducted. First is by Ladele (2011). The research is about the effects of using interactive word walls to teach vocabulary to middle school students. It is revealed that, the interactive word wall intervention was successful in teaching vocabulary to middle school students. The

quantitative method is used in his research. Second, Kasim (2010) conducts a research about word wall with quantitative method in increasing the students' vocabulary mastery by using word wall media. The result shows word wall media as one of the methods or media in teaching was effective and significant in increasing the students' vocabulary mastery.

Based on the background above, this research is aimed to seek comprehensively of the using of Word Wall technique in learning vocabulary. Thus, this research is entitled: "THE USE OF WORD WALL TECHNIQUE TO ENRICH STUDENTS' VOCABULARY MASTERY (A Quasi Experimental Research at Tenth Grade at SMA Bakti Putra Cibodas Bandung)."

B. Research Questions

Based on the explanations above, the researcher formulated the following research questions:

1. What is the outcome of students' vocabulary mastery by implementing word wall technique?
2. What is the outcome of students' vocabulary mastery without implementing word wall technique?
3. How significant is the difference between students' vocabulary mastery taught by implementing word wall technique and without implementing word wall technique?

C. Research Purposes

The researcher wants to achieve research purposes, as follows:

1. The outcome of students' vocabulary mastery by implementing word wall technique.
2. The outcome of students' vocabulary mastery without implementing word wall technique.
3. The significant difference between students' vocabulary mastery taught by implementing word wall technique and without implementing word wall technique.

D. Research Significances

The result of this research is expected to give both theoretical and practical benefits as follows:

1. Theoretically

The researcher expects that using word wall to enrich students' vocabulary help students in learning English. In addition, this research would be useful theoretically and practically for the teachers, students, and the readers who need the information of how to enrich vocabulary.

2. Practically

The result from the Word Wall Technique have some valuable advantages for students, teachers and personal advantages.

a. For students

The authors expects this research could be useful and can be used in enriching the vocabulary of students and help students to speak, write, hear and read.

b. For teacher

The researcher hopes in his research help teachers to facilitate their students to speak English starting from speak to write hear and read.

c. For researcher

The researcher hopes this research can be an additional references for them in conducting further action research.

d. Personal advantage

This research can give me the information and also the solution about using word wall for enrich students's vocabulary.

E. Rationale

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language that impedes successful communication. According to Schmitt (as cited in Alqahtani, 2015, p. 12), emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language. Vocabulary is one of important aspects in learning English. If the students want to be able mastering English skills especially in writing, they have to enrich their vocabularies. Vocabulary help them in understanding the material which they learn.

Therefore, the students need some techniques that help them to enrich the vocabulary because they find difficulties to remember new words. It occurs because learning language is hard for them. However, they have different skills in learning English, especially in memorizing the vocabulary. Therefore, teacher needs an appropriate technique that can apply in teaching vocabulary. One of appropriate techniques in teaching vocabulary is by using Word Wall. Simply stated, a word wall is a display of word on the wall or bulletin board of a classroom that is used as a visual reminder of material that is being learned (Baumann & Edwards, 2007, p. 8).

The researcher hopes using the Word Wall in the class be efficient for the enrichment of students' vocabulary. According Hall & Cunningham (1999, p. 18) state that these Word Wall becomes anchored in long term memory allowing quick and easy access, promoting detection of patterns, and encouraging connections between words. Using Word Wall in learning vocabulary also make the students easy to express their ideas. The students memorize the words well because they write the words by their own self. According to Fisher and Frey as cited in Larson et. all (2013, p. 7) state that the students learned English should know the importance of creating a Word Wall that improve students' vocabulary enrichment as they memorize the vocabulary simultaneously and visually. Word Wall helps the students to extend their understanding of words. By using Word Wall students learn how to memorize and build the new words.

According Jerry's study (as cited in Kasim, 2010) In teaching vocabulary by using Word Wall media consists some activities

- a. Making words accessible by putting them where every student can see them. They should be written in large black latter using a variety of background colors to distinguish easily confused words.
- b. Being selective about the words that go on the Word Wall. The teacher tries to include words that children use most commonly in their writing. Word should be added gradually a guideline is five words per week.
- c. Using the Word Wall daily to practice words incorporating a variety of activities such as: chanting, snapping, cheering, clapping, tracing, word guessing games as well as writing them.
- d. Providing enough practice so that words are read and spelled automatically and make sure that word wall are always spelled correctly in the children's daily writing.

Therefore, to implement word wall in enriching students' vocabulary the researcher use the scheme, as follows:

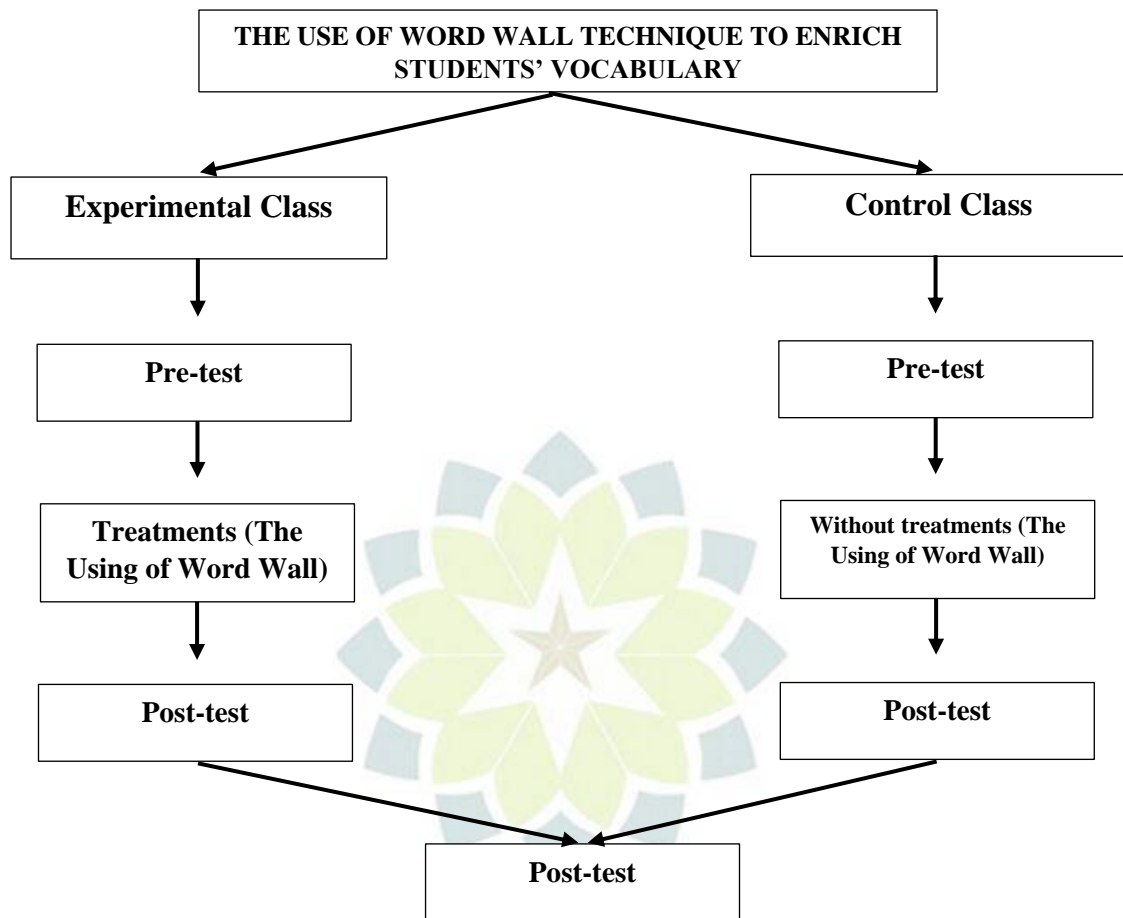


Figure 1.1 The Research Scheme of The Influence of Using Word Wall to Enrich Students' Vocabulary

Based on the scheme above, the researcher divided the class into two class. In the experimental class that is given treatment through word wall and the control class is given by the conventional teaching. The researcher carried out the treatment in four meetings for both of class. The first meeting holds pre-test to the experimental class directly. The objective is to know the students' level of knowledge. Then, the second meeting and the third meeting is the implementation

treatment by using word wall in experimental class. At the last meeting in the experimental class is given post-test. It is to know teaching in vocabulary by using word wall. Then, the researcher can identify the outcome of the experiment.

F. Hypothesis

According to Creswell, (2012, p.111), “Hypothesis are statements in quantitative research in which the investigator makes a prediction or conjecture about the outcome of relationship among attributes or characteristic.” It means in hypothesis, it predicts whether the research influences the outcome or not.

According to explanation above, the hypothese of this stydy are as follow:

1. H_0 accepted if $t_{\text{account}} < t_{\text{table}}$: it means that there is no significant improvement of students' vocabulary mastery after using word wall.
2. H_a accepted if $t_{\text{account}} > t_{\text{table}}$: it means that there is significant improvement of students' vocabulary mastery after using word wall.

G. Methodology Research

1. Research Design

This research uses quantitative approach. According to Creswell, (2012, p. 295), “in an experiment, Researchers provide test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.” It means this research tests an idea about the effectiveness of word wall in teaching vocabulary to determine whether it influences the outcome or not.

2. Research Site

This research was conducted in SMA Bakti Putra, Cibodas, Bandung. Based on the observation, students get difficulties in mastering English especially in vocabulary. When the teacher taught the students about narrative text, they found the difficulties especially about new words. Most of them sometimes did not understand the explanation from the teacher because they are lack of vocabulary. Therefore, the researcher planed to implement Word Wall technique to make teaching learning process more interest and actively.

3. Participants

a. Population

Before doing the research, the researchers must determine the groups of people as the population. According to Arikunto, (2010, p. 173), “Population refers to group or all subjects that is researched”. The population of this research is the second grade student of SMA Bakti Putra that consists of 104 students, 3 classes.

b. Sample

The sampling technique of this research is non-probability (nonrandom) sampling method. According to Grove, Burns, & Gray (2013, p. 804), “non-probability sampling implies that not every element of the population has an opportunity for being included in the sample”. It means the participants are not randomly selected. The researcher makes this research in two classes as a sample. The sample

class is taken from X C as the experimental class and X B as the control class.

Table 1.1
The Number of Sample Class

| Class | Total Students |
|--------------|-----------------------|
| X A | 34 |
| X B | 35 |
| X C | 35 |

H. Technique of Data Collection

Some techniques are used for collecting the data in measuring the extent of students' vocabulary mastery by using word wall. Techniques are used for collecting data in this research, which are pre-test, treatment and post-test.

1. Validity of Test

According to arikunto's study (as cited in Rahman's study, 2016) says that validity is a measure that indicates a validity level test. A test is said to be valid if the test measures what is to be measured. The test has high validity if the results are appropriate by criteria, in the sense of having an alignment between the tests and the criteria. This study uses validity with anates application to be valid of data

2. Pre-Test

According to Creswell (2012, p. 297) statement "a pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment." This is the first measure of the students' understanding vocabulary mastery before they receive a treatment.

The student answered the questions related to vocabulary mastery, made a sentence from the new English vocabularies and matched the word.

Creswell (2012, p. 128) stated that a pretest provides a measurement on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. It means that this is the first measurement of the students' understanding vocabulary mastery before they receive a treatment. Time allocation for doing the test is 25 minutes. In the pre-test, students are given 20 questions about vocabulary. That is answering the questions that relate to vocabularies. The objective is to identify the students' level of knowledge before they are given a treatment. In addition, the implementation of pre-test is conducted in class as a standardized test which has the requirement of validity and reliability test. Both of experimental and control classes are received a pre-test directly.

2. Treatment

The experimental class might be provided with some treatment (Creswell, 2012, p. 201). The writer divides the classes into two, experimental and control classes, X C class is as experimental class and X B class is as control class. In the experimental class, vocabulary was taught by using word wall while four meetings. On the other side, the control class was taught by using conventional technique, that is memorization method in four meetings. Both of classes were given the same materials.

3. Post-Test

“A posttest is a measurement on some attributes or characteristics that are assessed for participants after a treatment” (Creswell, 2012, p. 297). A posttest is a measurement that is assessed for participants after a treatment (Creswell, 2012, p. 220). The result of post-test is obtained after the students experience the process of teaching-learning by using word wall or after they get the treatment. Time allocation for doing this test is 25 minutes. In post-test, students are provided 20 questions about vocabulary. That is answering the questions that relate to vocabularies. This test uses to know the significant improvement of teaching vocabulary mastery by using word wall. Also, it determines whether the independent variable influences the outcome or not. This post-test is given to both of experimental and control classes.

I. Data Analysis

This research uses quantitative data which are related to the numeral and the analyses use the statistical analysis. After collecting data from pretest and posttest, the comparison is made between them. According Subana (2005) and Rahayu (2015), there are several steps in testing the normality:

1. Determining the normality of data

According to Rahayu (2015, p. 65), determining the normality of data by conducting the steps as follows:

a. Making the distribution table of frequency, with procedures:

1. Determining range (R)

$$R = (H - L) + 1$$

2. Determining the number of class (K)

$$K = 1 + 3,3 \log n$$

3. Determining class interval (P)

$$P = \frac{R}{K}$$

b. Determining the central tendency, mean are as follows:

Determining mean

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i}$$

c. Table frequency of frequency distribution

Table 1.2

Distribution of Frequency

| Class Interval | f_i | X_i | $f_i \cdot x_i$ | $X_i - \bar{X}$ | $ X_i - \bar{X} $ | $(X_i - \bar{X})^2$ | $f_i (X_i - \bar{X})^2$ |
|----------------|-------|-------|-----------------|-----------------|-------------------|---------------------|-------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

d. Looking for the standard deviation by using formula are as follows:

$$S = \sqrt{\frac{\sum f_i \cdot (X_i - \bar{X})^2}{n-1}}$$

e. Arranging the distribution of observation and expectation frequency by using the tables as follows:

Table 1.3**Arranging the distribution of observation and expectation frequency**

| Class Limit | F | BK | Z count | Z tabel | Li | Ei | Oi | X^2 count |
|-------------|---|----|---------|---------|----|----|----|-------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

- f. Determining Chi square count (x^2 count) by using formula:

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

- g. Determining the degree of freedom with formula

$$df = K - 3$$

- h. Interpreting data normality by comparing Chi square count x^2 count and

Chi square table (x^2 table) with formula:

- IF (x^2 count) < (x^2 table), this data is normal
- IF (x^2 count) > (x^2 table), this data is not normal

2. Comparison Analysis

Subana (2005, p.167) says that the analysis involves the step of:

Determining homogeneity of two variances by conducting the steps as

follows:

- a. Determining score F by using formula:

$$F = \frac{v_k}{v_d}$$

- b. Determining the degree of freedom of the data:

$$Df_1 = n_1 - 1$$

$$Df_2 = n_2 - 1$$

c. Determining homogeneity of the data with the criterion:

- It is called homogenous if $F_{table} > F_{count}$
- It is not called homogenous if $F_{table} < F_{count}$

d. Testing hypothesis by using T-test formula as follows:

1. Determining Standard Deviation

$$dsg = \sqrt{\frac{(n_1 - 1)V_1 + (n_2 - 1)v_2}{n_1 + n_2 - 2}}$$

2. Determining t_{count}

$$t = \frac{X_1 - X_2}{dsg \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

X_1 = mean of post-test of the experiment group

X_2 = mean of post-test of control group

n = the total number of cases

dsg = cumulative standard deviation of the experiment group

V_1 = the post-test standard deviation of experimental group

V_2 = the post-test standard deviation of control group

3. Determining db

$$Db = n_1 + n_2$$

$$Db = 38 + 38 = 76$$

4. Looking t_{table} with the level of significance 1% using interpolation

$$t_{table} = \left(1 - \frac{1}{2} \alpha\right) (db)$$

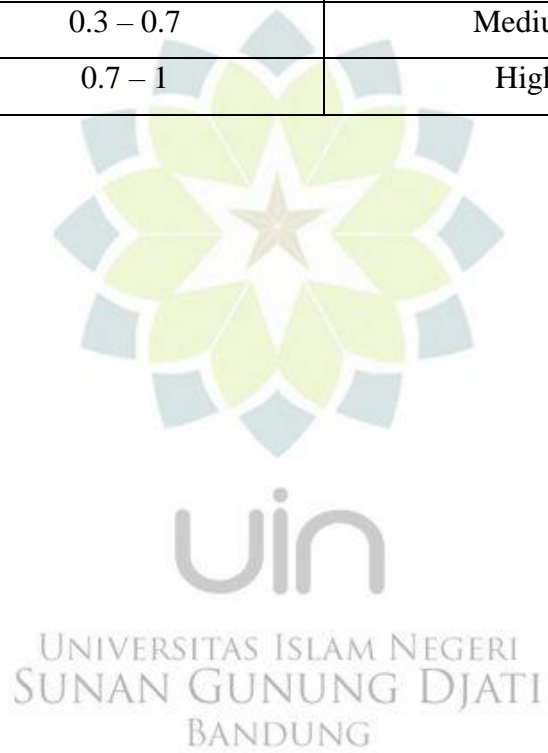
The hypothesis: accepted H_0 , if $t_{table} < t_{count} < t_{table}$, in term H_0 rejected.

e. Determining Gain

$$\text{Gain} = \frac{(\text{score of post-test}) - (\text{score of pre-test})}{n(100) - \text{score of Pre-test}}$$

Table 1.4**Determining Gain**

| Percentage | Degree |
|------------|--------|
| 0 – 0.3 | Low |
| 0.3 – 0.7 | Medium |
| 0.7 – 1 | High |



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